



Equality Information and Objectives

Draft prepared by:

Daniel Bishop

Agreed by governing body

Summer 2026

Review date:

Summer 2030

Signed:
Chair of Governors:

Executive Headteacher:

CHASE BRIDGE PRIMARY SCHOOL

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	3
7. Equality considerations in decision-making	4
8. Equality objectives	4
9. Monitoring arrangements	6
10. Links with other policies	7

1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years; and
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils; and
- Monitor success in achieving the objectives and report back to governors.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times); and
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and activities).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of racism or types of bullying); and
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

1. Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures covering a range of subjects.
2. Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
3. Making pupils aware of our behaviour and anti-bullying policies
4. Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
5. Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which

helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities; and
- Has equivalent facilities for boys and girls.

As a school we have actively considered our equality duties and asked ourselves relevant questions. This is recorded, if necessary, at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically within the completed risk assessment.

8. Equality objectives (see table Appendix 1)

9. Monitoring arrangements

The headteacher will update the equality information we publish, [described in sections 4 to 7 above], at least every year to make sure it is still compliant with guidance.

New equality objectives will be set in 2030, unless there is a need to update sooner

10. Links with other policies

This document links to the following policies:

- Risk assessment
- SEN Policy
- Inclusion Policy

Appendix I

Objective	Why we have chosen this objective	Actions to achieve this objective	Success criteria / How progress will be measured
1. Promote cultural understanding and awareness of different religious beliefs and cultures across the school community through a reflective and diverse curriculum and a range of enrichment opportunities.	We recognise the importance of preparing pupils for life in a diverse society. Developing understanding, respect and appreciation of different cultures, faiths and backgrounds supports community cohesion and helps challenge prejudice and discrimination.	• Deliver a curriculum that reflects diverse cultures, identities and perspectives. • Celebrate key cultural and religious festivals and events. • Provide assemblies, workshops, visits and enrichment opportunities that promote understanding of different communities. • Engage pupils, staff, parents and carers in activities that celebrate diversity and inclusion.	• Curriculum maps demonstrate representation of diverse cultures and beliefs. • Increased participation in cultural and religious events. • Pupil voice demonstrates positive attitudes towards diversity. • Monitoring shows low levels of prejudice-related incidents.
2. Increase participation in extracurricular activities, leadership opportunities, educational visits and enrichment experiences for all pupil groups, particularly pupils eligible for Pupil Premium, Free School Meals and other vulnerable groups.	Participation in wider school life contributes significantly to pupils' personal development, confidence and future aspirations. We aim to ensure all pupils have equal access to these opportunities.	• Monitor participation rates by pupil group. • Identify and remove barriers to participation, including financial barriers where possible. • Promote opportunities to underrepresented groups. • Ensure activities are inclusive and accessible.	• Increased participation from targeted groups. • Reduced participation gaps between pupil groups. • Positive pupil and parent feedback. • Governors receive annual participation reports.
3. Reduce attendance gaps between different groups of pupils, particularly those eligible for Free School Meals, pupils with SEND, looked-after children and pupils from different heritage groups.	Good attendance is essential for achievement, wellbeing and future success. Some pupil groups experience lower attendance rates and require targeted support.	• Monitor attendance data by pupil group. • Implement targeted attendance interventions. • Work closely with families and external agencies. • Report attendance trends to governors termly.	• Improved attendance rates for identified groups. • Reduced persistent absence. • Narrowing of attendance gaps between pupil groups. • Positive impact of attendance interventions.

4. Further improve accessibility across the school site for pupils, staff and visitors with disabilities and ensure accessibility is considered in all future building developments and site improvements.	We are committed to ensuring all members of our school community can access facilities, learning opportunities and services without unnecessary barriers.	• Address barriers to access where feasible. • Consider accessibility within all refurbishment and building projects. • Seek feedback regarding accessibility needs.	• Increased access to specialist facilities. • Positive feedback from users of the site. • Ensure all new projects consider accessibility for all.
5. Provide appropriate and timely pastoral interventions to promote positive behaviour, inclusion, wellbeing and engagement for all pupils, particularly those who may be vulnerable to disadvantage.	Early intervention and effective pastoral support help remove barriers to learning, improve wellbeing and ensure all pupils feel safe, valued and included within the school community.	• Maintain a strong pastoral system with clear referral pathways. • Provide mentoring, ELSA support, MHST provision, behaviour interventions and family outreach where appropriate. • Ensure approaches are trauma-informed and culturally sensitive. • Work collaboratively with families and external agencies. • Monitor behaviour, wellbeing and engagement data.	• Reduced behaviour incidents, suspensions and exclusions. • Improved pupil wellbeing and engagement. • Improved attendance and participation of targeted pupils. • Positive feedback from pupils and families.